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AUTHOR Bloom, Diane S.
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ABSTRACT

The Registered Holistic Scoring Method, which has been used for one year to score the ninth grade writing test of the New Jersey High School Proficiency Test, is described. Registered Holistic Scoring was developed from the previous holistic approach in order to provide more reliable scoring guidelines year after year. Two trained evaluators assign a score from 1 (inadequate command of written language) to 6 (strong command), based on the following criteria: organization and content; usage; sentence construction; and mechanics. To earn each score scale point, 1 to 6, there are specific requirements in areas of content, usage, sentence construction, and mechanics. The bulk of this document contains sample student essays and an explanation of the scores assigned. The essays were written on the topic of a task which the student did not enjoy performing. A few suggestions are also made for writing instruction. (GDC)

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THE REGISTERED HOLISTIC SCORING METHOD FOR SCORING STUDENT ESSAYS

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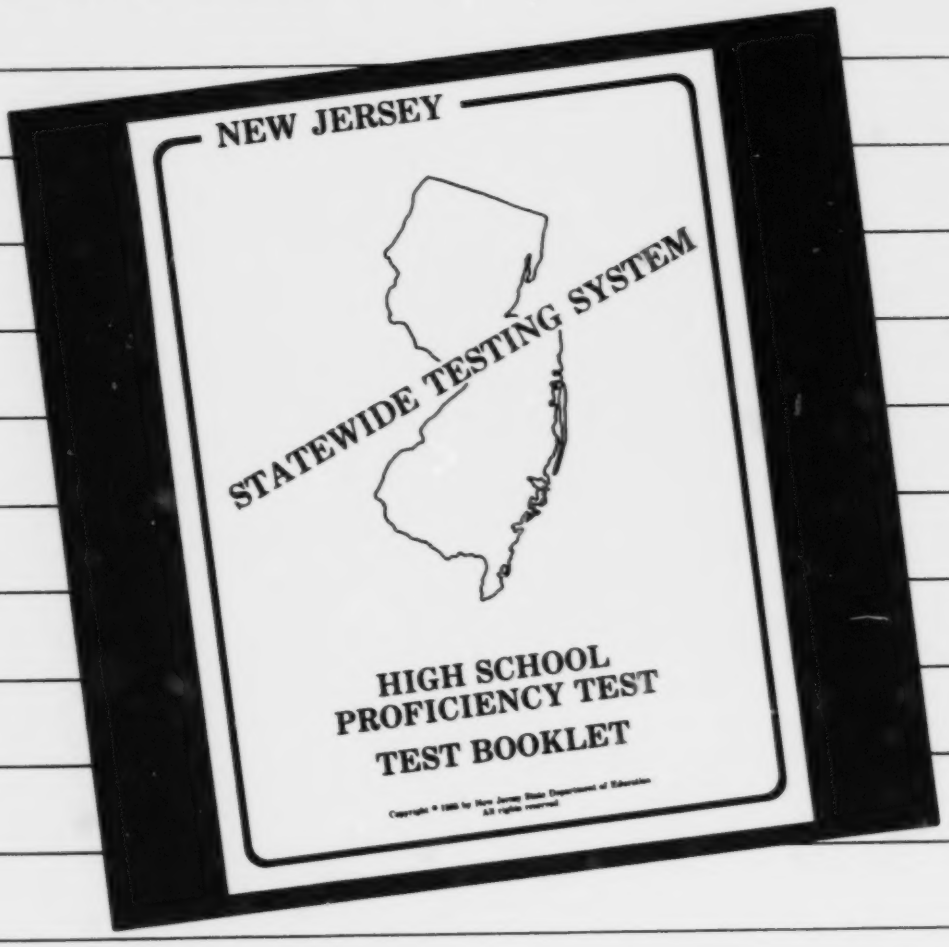

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New Jersey Department of Education, Division of General Academic Education

TM 860 516

THE REGISTERED HOLISTIC SCORING METHOD FOR SCORING STUDENT ESSAYS

NEW JERSEY STATE DEPARTMENT OF EDUCATION
SEPTEMBER 1985

NEW JERSEY'S STATEWIDE TESTING SYSTEM
HIGH SCHOOL PROFICIENCY TEST

THE REGISTERED HOLISTIC SCORING METHOD FOR SCORING STUDENT ESSAYS

Saul Cooperman
Commissioner of Education

Joel Bloom
Assistant Commissioner
Division of General Academic Education

Diane S. Bloom
Principal Author

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625

PTM 500.12

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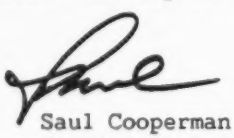
COMMISSIONER'S FOREWORD

The assessment of New Jersey's students' ability to write, as well as to read and compute as a requirement for high school graduation, was mandated by the legislature and signed into law by the Governor in 1979. In 1982-83, we began testing all ninth grade students in writing through a multiple-choice and essay examination. The writing examination is now part of the High School Proficiency Test (HSPT), New Jersey's new, more rigorous testing program.

New Jersey and a hardful of other states have been leading the nation in attempting to improve students' ability to write and to examine this ability on a statewide basis. The prestigious national reports of the past several years have cited writing instruction as being in general need of improvement. John Goodlad (1984) cites in his book A Place Called School, the lack of "correct models in English [instruction] ... so that students have great difficulty [in] comparing their own writing with models available to them." Ernest Boyer has cited language arts, particularly writing skills, as a preeminent need in our children's education. Our effort to improve writing instruction has focused on models to teach writing and to examine students' abilities to write. In the past two years, we have conducted many training sessions for teachers and supervisors, and have continually worked to improve how we examine writing on a statewide basis.

This information guide focuses on how we examine and score our students' writing abilities statewide. It guides you through our initial use of the Holistic scoring method to our present use of the Registered Holistic scoring method. We have been developing the latter scoring method in order to improve our scoring reliability. The examination and its scoring method clearly have implications for the teaching of writing in the classroom. During this next year we will be convening awareness sessions through the RCSUs about the Registered Holistic scoring method, as well as continuing our training activities to improve writing instruction.

It is important that you become familiar with the information in this guide; that it is widely shared with all teachers, K-12; and that you consider the necessary curriculum and instructional improvements and training in order to give all students the opportunity to indicate mastery of their writing skills.



Saul Cooperman
Commissioner of Education

TABLE OF CONTENTS

COMMISSIONER'S FOREWORD vii

FROM HOLISTIC TO REGISTERED HOLISTIC SCORING..... 1

BACKGROUND 1
SUMMARY 4

REGISTERED HOLISTIC SCORING: THE FIRST YEAR'S APPLICATION 7

SCORING WITH THE CRITERIA 7
PERSONNEL INVOLVED IN THE SCORING 7
NONSCORABLE RESPONSES (NSR) 8
SCORING PROCEDURES 9
Training 9
Retraining 9
COMMENTS OF THE READERS AND CHIEF READER 10
SUMMARY 11
SCORE SCALE POINTS..... 12

Score Scale Point 6 12
Score Scale Point 5 13
Score Scale Point 4 14
Score Scale Point 3 15
Score Scale Point 2 16
Score Scale Point 1 17

USING THE STUDENT ESSAYS AND THE REGISTERED HOLISTIC SCORING METHOD 18

ORGANIZATION/CONTENT 18
USAGE 18
SENTENCE CONSTRUCTION 19
MECHANICS 19

APPENDICES

A. ESSAY TOPIC SHEET AND WRITING CHECKLIST 23

B. SAMPLE STUDENT ESSAYS 29

I. Score Scale Point 6 33
II. Score Scale Point 5 47
III. Score Scale Point 4 63
IV. Score Scale Point 3 79
V. Score Scale Point 2 91
VI. Score Scale Point 1 101

C. REGIONAL CURRICULUM SERVICES UNITS 109

D. DOCUMENTS PUBLISHED BY NJSDE 113

FROM HOLISTIC TO REGISTERED HOLISTIC SCORING

BACKGROUND

During the 1982-83 school year, the New Jersey State Department of Education began to annually examine students' ability to write during their ninth grade school year as part of the statewide testing program. The examination consists of multiple-choice questions which test the three skill areas -- sentence structure, organization of ideas, editing -- and a written essay. The written essay tests students' ability to write on a given topic and communicate an intended message to a specified audience. The essay test consists of five minutes for prewriting and five minutes for revision within the 30 minutes allotted for the writing sample. (See Appendix A for test directions and essay topic sheet as well as the writing checklist given to students at the time of testing.)

The scoring of the essay had been conducted using the Holistic scoring method, a procedure pioneered by the Educational Testing Service (ETS). This scoring method is being used by approximately 15 states. New Jersey adopted the procedure, initially, because it was an effective and efficient scoring method for rating large numbers of essays.

Features of the Holistic scoring method include:

- The scoring of students' writing based on each student's entire sample of written communication and the overall impression of the quality of that writing in relationship to the total population of student writers. Two readers independently score each essay using numerical points on a score scale. Score scales can have points that range from 1 to 6 (1 lowest, 6 highest writing ability) as well as 1 to 4, 1 to 8, etc.

- The measuring and reporting of students' writing ability as a score that is considered relative to that of the given population of students who wrote essays on the same topic.

- Looking at what is good in students' writing and if a given paper is comparable to the anchor sets (actual student essays which are determined to be representative of the points along the score scale and are part of training).

- A minimal amount of training (one-half a day, using a 6-point scale) since anchor sets, actual student essays at each score point, are used by trainers to achieve reader consensus.

- Rapid reader response, since scorers are reading for an "overall impression" of the students' written communication, not for any specified feature(s), e.g., organization, content, style, and punctuation.

After two years of experience with the Holistic scoring method, the department determined that this method was not sufficient because the writing examination will become part of our high school graduation requirement. As part of this requirement, the department must ensure that the quality of writing represented by each score point is equivalent from year to year. For example, regardless of when a student takes the test and the topic upon which he/she writes, a score of 4 or 3, etc. must always indicate the same level of writing. After a review of other scoring methodologies and inquiry into other states' efforts, the department began to modify Holistic scoring, and developed a method called Registered Holistic scoring.

The Registered Holistic scoring method is based on defined features of writing quality and levels of writing proficiency, while other scoring methods (e.g., holistic, analytic, primary trait) vary with the nature of the writing to be scored (e.g., narrative, descriptive, etc.) relative to the local instructional objectives under evaluation. The Registered Holistic scoring method judges students according to their proficiency or level of command of written language and their success in producing a writing sample. Proficiency and success are based upon students' command or level of facility with four features: 1) organization/content, 2) usage, 3) sentence construction and 4) mechanics as salient features of written expression resulting in an essay that communicates an intended message to a given audience.

The Registered Holistic scoring method has some characteristics similar to other scoring methodologies, including holistic and analytic. That is, Registered Holistic scoring is a method that has scorers read students' essays as a unified and coherent whole (holistic method) while basing their judgment as to the quality of that written communication on a predetermined set of features of writing (analytic method). It is unlike primary trait scoring since Registered Holistic scoring is applicable to any mode of writing (e.g., narrative, argumentative, persuasive, etc.) while primary trait is highly focused within a mode of writing and provides information on narrowly defined skills of that writing (e.g., ability to recount details in chronological order). The predetermined set of features in Registered Holistic scoring, (i.e., organization/content, usage, sentence construction and mechanics) is registered, anchored by statement(s), creating the scoring guide criteria. The point values (score points) that describe the command of language or proficiency level that the point represents are defined by how well the four features are handled. New Jersey uses a six-point score scale: 1 (lowest) to 6 (highest).

New Jersey established the registered holistic features of its scoring criteria by collecting data in the form of narrative reports from the chief readers who had been conducting the holistic scoring sessions from 1982 through 1984. At the conclusion of each scoring session, the department asked each chief reader to independently identify those features considered inherent to written essays at each of the 1 to 6 score points. A comparison study of these reports was then conducted to determine whether a common set of elements existed as features within the score points. The results of the study were used to establish "predetermined" features that would be placed along the 1 to 6 score scale and, when established and reinforced through training prior to having scorers score actual essays, could help maintain reader reliability when assigning scores. Thus, the predetermined criteria (the four features at each of the six score points), when annually registered or consistently applied, can assist in the comparison of students' writing ability from one year to the next.

Other characteristics of the Registered Holistic scoring method are presented below.

- The Registered Holistic scoring method anchors consistent features of writing independent of topic and mode from year to year. This is necessary given the statewide test that occurs annually with a yearly change in both topic and student population. In other words, to assure score point consistency from one year to the next (same level of student writing) the scoring method focuses on features of good writing. Although a topic can elicit a variety of responses written in a variety of modes (narrative, persuasive, etc.), a composition's rating is based on the student's facility with the four features. In turn, that facility is registered by a point on the score scale that describes the student's command of written language.

- Since the established criteria allow the anchoring of consistent features from year to year (i.e., organization/content, usage, sentence construction and mechanics) it eliminates the relative scoring procedures of Holistic scoring. That is, whereas a paper that received a 4 in one year could receive a 2 in the following year using the holistic method, a paper receiving a 4 one year using the Registered Holistic scoring method will always receive a 4.

- Since the criteria for the Registered Holistic scoring method are set forth at each of the six score points as four descriptive features, scorer reliability can be maintained. The descriptive statements of each feature at each score point (see pages 12 - 17) represent the quality of written communication inherent in essays assigned that given score point and are necessary to indicate the students' command of written language.

- The Registered Holistic scoring method provides a distribution of essay scores that reflect not only student mastery of writing, but also the alignment of the districts' instructional programs that are linked to the criteria (features) that measure students' writing ability.

- The training and selection of reliable, accurate readers require a two-day training period. During this period, candidates qualify as readers by attaining 80 percent agreement on three of six essay training sets. (Each training set contains 10-15 student essays. The agreement rate must be perfect or adjacent to the established committee score points in order for an individual to qualify as a reader.) Team leaders were expected to qualify with perfect agreement. (The training papers used to establish a qualifying set have been independently read by a committee of six individuals: four score directors, one consultant, and one department staff member. The papers represent perfect agreement among the scorers as to the registered score point assigned each paper.)

- Reader bias (a personal preference for scoring based on mechanical errors, form/number of paragraphs, flavor or style, etc. to the elimination of other features) is diminished because the criteria are established prior to the actual scoring of students' essays. In addition, the criteria are essential factors within the qualifying and training sets that are used to select reliable readers who can consistently and reliably apply the scoring criteria of the score scale.

- The criteria permit reporting/interpretive information regarding students' strengths and needs when writing on demand in a timed setting. Of benefit to educators is the indication of the effectiveness of the instructional programs and strategies that are based on the features considered important to all good writing.

SUMMARY

The Registered Holistic scoring method judges students' writing proficiency by the use of predetermined essay qualities (features) that readers attribute to the success or lack of success of a given writing sample. The essay qualities are descriptive criteria registered at each score point. (See Appendix B.)

As previously discussed, the features of Registered Holistic scoring are: organization/content, usage, sentence construction and mechanics. At every score point (1 to 6), each feature is described. The scoring procedure involves the rating of essays using the predetermined, registered features of

written communication, independent of topic and mode. The Registered Holistic scoring process requires that readers focus their attention on the set of predetermined, described composition characteristics and assign a score based upon the writer's level of facility or command with applying these features. The method is considered holistic in that a single score is assigned the essay based on the writer's overall success at communicating his or her intended message using the "registered" features considered inherent to good writing. In contrast, other scoring methods, such as primary trait, select out one feature (e.g., organization) and assign a score while analytic gives several scores, that is, one for every feature. In either of these two scoring methods, the features selected must change because they are integrated to both the topic and the mode (narrative, persuasive, argumentative, etc.).

The Registered Holistic scoring method gives us capabilities beyond the Holistic scoring method including:

- Information on students' strengths and needs in organization/content, sentence construction, usage and mechanics of writing.

- Information to local school district personnel about the effectiveness of the instructional program as it reflects students' mastery in writing and predetermined skill areas measured from year to year on the essay. The results are not relative to the given population of students tested and based on an "overall impression" of students' writing ability, but rather the results are descriptive of the features established along the six score points.

- Maintenance of scorer accuracy. Readers participate in two days of intensive training as well as the rigors of qualifying at 80 percent perfect or adjacent agreement on at least three of six qualifying sets of student essays. (The 10-15 papers within a qualifying set have been independently read by a committee of six or more individuals with perfect agreement among the scorers as to the registered score point assigned each paper.)

- Score reliability or score-point remains consistent from year to year because the criteria (the four features at each score point) do not change. The topic will change and the student responses will change, but the criteria are registered to the features of good writing independent of topic and mode, that is, organization/content, usage, sentence construction and mechanics.

- The emphasis of writing as a higher-order thinking skill as measured by the HSPT. Writing requires knowledge of one's topic (content); a cogent application of that knowledge (organization); use of the English language according to a recognized standard (usage); the structuring of words and sentences to present a complete thought or message to the intended audience(s) (sentence construction); and the application of the conventions of the English language that serve to clarify the author's intended message (mechanics).

REGISTERED HOLISTIC SCORING: THE FIRST YEAR'S APPLICATION

SCORING WITH THE CRITERIA

During spring 1985, New Jersey's 95,000 ninth grade student essays were scored in Durham, North Carolina by Measurement Incorporated (MI), a testing subcontractor of National Computer Systems (NCS), the HSPT test contractor. MI is a corporation that specializes in a number of areas in the fields of education and social science. One of its major specializations is in providing essay scoring services, in addition to technical assistance, research and evaluation in the area of writing assessment. MI is conducting or has conducted extensive projects for state departments of education. Other states that have used MI as a scoring service are Florida, Connecticut, Louisiana, Maryland, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

For the New Jersey scoring project, MI employed approximately 70 educators from North Carolina to participate in the training and the qualifying exercises using the Registered Holistic scoring method. Educators who qualified (scored at the agreed score point) were invited to read New Jersey's students' essays. The qualifying and intensive two-day training period helped to ensure the accuracy (reliability) of the readers and, in turn, stabilize in the reader's mind the defined criteria (four features) at each of the six score points.

PERSONNEL INVOLVED IN THE SCORING

Many individuals are responsible for the success of scoring large-scale essay tests. One such individual is the room aide. Besides collecting monitor sheets and packets of student essays, aides were responsible for seeing that team leaders had an adequate supply of new packets to be distributed when readers needed them. When distributing packets for second readings, the aides had to make sure that the team that first read a packet did not get that same packet for a second reading.

Readers participated in the scoring session by first placing their reader number, the team letter, and date on the front of the packet before reading the paper. This procedure guarded against the same reader or team reading the same packet twice and served to locate individuals and events. The stapled pack of papers and the first or second monitor sheet were then removed from the envelope. Readers checked the packet number on the envelope against the number on the monitor sheet to be sure they agreed. They then wrote their reader number on the monitor sheet. As readers progressed through the packets

and entered the student's score next to the ID number, they checked each student's ID number against the number written on the monitor sheet. If there was an error, the packet was flagged (marked with a sticker) for the chief reader to check. If the situation was clearly one of a transposed number, the chief reader corrected the error and sent the packet and monitor sheet to the computer room for correction.

Readers also were responsible for recognizing and flagging nonscorable responses (e.g., alleged child abuse) so that said essays would be handled in the correct manner. These papers were scored, but then forwarded to the chief reader for review. If the chief reader agreed that the essay content reflected a potential student at risk, it was noted on the packet envelope to save the second reader from going through the same process. The paper was then copied and sent to the department for documentation and follow-up.

Team leaders assisted in training readers by leading team discussions of training sets. During scoring, team leaders responded to questions, spot-checked reader packets and counselled readers who had a higher than acceptable discrepancy rate. A paper is considered discrepant if two independent readers score the essay more than one point apart (e.g., one reader assigns a 6, the second reader a 4.) Discrepant essays are read by a third reader, the chief reader, to resolve the discrepancy.

The chief reader was responsible for training team leaders and readers. During team discussions of training sets, the chief reader monitored the discussions and gave additional input where necessary. During scoring, if a reader had a question a team leader could not answer, the team leader brought the problem to the chief reader. The chief reader also monitored team leaders to oversee their scoring reliability. The chief reader was responsible for doing all third readings and scoring nonscorable responses (NSR).

NONSCORABLE RESPONSES (NSR)

Only the chief reader could give a paper one of the NSR score points. When a NSR appeared in a packet, the other papers were scored, then the packet was given to the chief reader who assigned the appropriate NSR score to the nonscorable paper. That score was marked on both monitor sheets and initialed by the chief reader. The NSR scores were:

NSR Score	Explanation
Fragment (FR)	The student wrote too little to allow a reliable judgment of his or her writing ability.
Off Topic (OT)	The essay was not on the assigned topic.
Not English (NE)	The essay was written in a language other than English.
No Response (NR)	The essay paper was blank.

SCORING PROCEDURES

Seventy educators read the 95,000 essays. The procedures that were used to score the essays are described below. Tables were arranged to accommodate teams consisting of one team leader and 10 readers. The readers were seated at tables in pairs. Team leaders were seated at separate tables in close proximity to their teams. All new packets of student essays were distributed by the team leaders.

Each numbered packet consisted of forty student essays stapled together and placed in an envelope. Each student paper had a preprinted student ID number on it. Prior to scoring, computer operators entered the student ID numbers from each packet and generated two monitor sheets--one for each of the two registered holistic readings--which were put into the envelopes with the papers. Packets were then distributed to readers for scoring.

Completed packets and monitor (scoring) sheets were collected by aides, except for those packets flagged by a reader for help. Help was usually sought by readers in terms of making a score point decision due to some difficulty in reading students' writing. These essays were collected by the team leader who read the flagged papers and discussed them with the reader. To avoid confusion, only the aide and team leaders moved around the room.

Training

Training and qualifying the readers on the scoring guide and training sets, the chief reader employed the following approach. First, the chief reader introduced the scoring criteria and then discussed the features of the criteria at each point of the six-point score scale. Once the readers became accustomed to the criteria, the chief reader directed the readers to focus on the first two primary features at each score point, that is, organization/content. Examples of actual student essays were provided. Then, through examples, the chief reader illustrated how the other three features--usage, sentence construction and mechanics--entered into the score point decision. This approach to training permitted readers to score the essays on quality of expression and development, that is, the writer's command of written language, without totally ignoring grammatical considerations.

Retraining

Team leaders relied heavily on periodic and continuous individual and small group retraining to correct reader drift (readers who did not score in accordance with the criteria at a given score point). Team leaders spot-checked reader packets throughout the project and returned packets with

comments for the readers to review. If necessary, the team leaders would go through a packet with a reader and discuss discrepant scores. As mentioned earlier, readers also flagged papers they knew were causing them trouble (e.g., students' penmanship). Team leaders read these papers and then discussed them with the reader.

When a team leader suspected that a certain reader might be drifting (off the criteria), he or she would ask a member of another team to second score a packet that the reader in question first scored. The monitor sheets were compared with each other and the team leader read the papers if they had discrepant scores. Papers that the reader had scored incorrectly were flagged and the packet was returned to the reader. The reader was asked to rescore the flagged papers and then the team leader discussed the scores with the reader. This method of retraining also served to keep check on cross-team (first and second readers) reliability since the team leaders shared information on the results of the cross-scoring.

Throughout the course of the project, team leaders continued to cross-score with each other and to discuss and resolve discrepancies with the assistance of the chief reader. This procedure guarded against cross-team drift and contributed to room-wide consistency.

COMMENTS OF THE READERS AND CHIEF READER

Following the training and the reading of the students' essays, readers were asked to respond to four questions. The questions related to the six-point scale; the registered holistic criteria; scoring flexibility with respect to the variety of students' writing and the fairness of the criteria with respect to evaluating students' writing.

In response to the six-point scale, all readers' comments were positive and several pointed out "the increased latitude and opportunity to have a score point reserved for excellent responses." They felt the six-point scale "offered a greater range of discrimination than other scoring methods they had encountered."

With respect to the scoring criteria, many mentioned "the [criteria's] flexibility in encompassing all types of writing and its specificity in delineating the score points." Readers also found "the [criteria] easy to read and appropriate to the types of papers encountered, [and were] pleased with the elimination [of] subjective reading and [in turn the opportunity to] accurately apply the criteria of registered holistic." All readers "compliment[ed] the criteria for not penalizing students on technicalities or requiring a specific domain [so that] students [could] write in any style without penalty." A number of readers also commented on "the high quality of the writing and the accuracy of the criteria in designating quality writing." The chief reader stated that the "[criteria] worked well [and] were successful in giving clear designations between score points and in anticipating the range of responses."

SUMMARY

Scorers using the criteria of the Registered Holistic Scoring Guide must first focus their attention on the organization and content of the student's writing as it addresses the topic and then adjust their 1 (lowest) to 6 (highest) score point based upon the effect of three other criteria -- usage, sentence construction and mechanics. Only one score point is assigned by each of the two independent readers and the final score represents the sum of the two scores. The essay score, therefore, is reported on a scale of 2 to 12. It should be noted that an essay scored a 2 (two readers gave the essay a 1) has several merits in spite of serious needs. Teachers need to identify these strengths for their students so that students can recognize them and build upon their writing ability.

The criteria of the Registered Holistic scoring method can assist district personnel in their analysis of each student's ability to communicate in writing. The criteria that were used are explicit and descriptive at each score point. Each score point on the six-point scale has criteria that include the same four features but with inherent differences in their descriptions. The criteria with their descriptive features indicate at each score point the student-writer's command of written language.

SCORE SCALE POINTS

In this section, the application and criteria of each of the six score scale points are described for easy reference. Each score scale heading is followed by a statement that summarizes the student's command of written language. Then, each of the four features is defined as it relates to the score point.

Score Scale Point 6

A score point of 6 on an essay indicates a STRONG COMMAND of written language. Writing samples in this category:

ORGANIZATION/ CONTENT	•	have an opening and closing. The responses relate to the topic and have a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present, resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid responses.
USAGE	•	have very few, if any, errors in usage.
SENTENCE CONSTRUCTION	•	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
MECHANICS	•	have very few, if any, errors in mechanics.

Refer to Appendix B, Section I for sample student essays that each received a score point of 6.

Score Scale Point 5

A score point of 5 on an essay indicates a GENERALLY STRONG COMMAND of written language. Writing samples in this category:

ORGANIZATION/ CONTENT	•	have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
USAGE	•	have few errors in usage.
SENTENCE CONSTRUCTION	•	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
MECHANICS	•	have few errors in mechanics.

Refer to Appendix B, Section II for sample student essays that each received a score point of 5.

Score Scale Point 4

A score point of 4 on an essay indicates a COMMAND of written language. Writing samples in this category:

ORGANIZATION/ CONTENT	•	generally will have an opening and closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.
USAGE	•	may display some errors in usage, but no consistent pattern is apparent.
SENTENCE CONSTRUCTION	•	may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.
MECHANICS	•	may display some errors in mechanics but these errors will not constitute a consistent pattern.

Refer to Appendix B, Section III for sample student essays that each received a score point of 4.

Score Scale Point 3

A score point of 3 on an essay indicates a PARTIAL COMMAND of written language. Writing samples in this category:

ORGANIZATION/ CONTENT	•	may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.
USAGE	•	may display a pattern of errors in usage.
SENTENCE CONSTRUCTION	•	may demonstrate an excessive monotony in syntax structure and/or rhetorical modes. There may be errors in sentence construction.
MECHANICS	•	may display a pattern of errors in mechanics.

Refer to Appendix B, Section IV for sample student essays that each received a score point of 3.

Score Scale Point 2

A score point of 2 on an essay indicates a LIMITED COMMAND of written language. Writing samples in this category:

ORGANIZATION/ CONTENT	•	may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea. Details are presented with little, if any, elaboration -- highlight papers.
USAGE	•	may have severe problems with usage, but they are not totally out of control.
SENTENCE CONSTRUCTION	•	may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.
MECHANICS	•	may display numerous serious errors in mechanics.

Refer to Appendix B, Section V for sample student essays that each received a score point of 2.

Score Scale Point 1

A score point of 1 on an essay indicates an INADEQUATE COMMAND of written language. Writing samples in this category:

ORGANIZATION/ CONTENT	•	may not have an opening and/or closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.
USAGE	•	may display numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.
SENTENCE CONSTRUCTION	•	may demonstrate an assortment of grammatically incorrect sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.
MECHANICS	•	may display errors in mechanics so severe as to detract from the meaning of the response.

Refer to Appendix B, Section VI for sample student essays that each received a score point of 1.

USING THE STUDENT ESSAYS AND THE REGISTERED HOLISTIC SCORING METHOD

With respect to students' ability to generate written language, the students' essays can provide some information regarding the writing curriculum and individual student strengths and needs. Student essays are the best measure of student writing; therefore, teachers at all grade levels are encouraged to examine this source of information about their students.

A review of the essays in conjunction with the criteria of the Registered Holistic scoring method and descriptions of representative essays provides some identification of students' strengths in written communication and areas in need of improvement. The test results and additional samples of students' writing provide indicators that can be used to establish standards for acceptable writing at specific grade levels.

Analysis of the essays alongside the score criteria can yield data about how the top, middle, and lower-level writers in the school and district write when required to compose an essay on demand. The series of questions below can be used to help analyze the students' writing. Note that the questions are directly linked to the criteria of the Registered Holistic scoring method. Use the criteria to establish questions like the following:

ORGANIZATION/CONTENT

- What organizational patterns have been chosen by the writers? Can they all establish a focus for their papers? Do they have beginnings? Do they have endings? Are the papers cluttered with irrelevant information? Do they progress logically from beginning to end? Are transitions appropriate and varied?
- How many of the students appear to be able to express themselves on a given topic? How many seem to find it difficult to write on a given topic?
- Are key ideas developed with appropriate and varied details? Are the responses highly effective and vivid?

USAGE

- Do students use words that are grammatically correct?

- Does the word usage reflect appropriate tense form and sequence, proper pronoun case, correct use of negatives, pronoun agreement, use of proper modifiers, as well as subject-verb agreement?

- Are the word choices appropriate to the context of the response? Are they vivid, rich and meaningful?

SENTENCE CONSTRUCTION

- Is a variety of sentence types used by the writers? What types of sentence construction do they use? Are the statements incoherent, unintelligible, fragmented, repetitive or rambling?

MECHANICS

- What is the impact of the mechanical errors in the papers? Does any pattern emerge with respect to spelling, capitalization and punctuation?

From the answers to these and other questions, district staffs can determine a great deal about their programs. For example, perhaps most of the ninth grade writers in a school fail to use descriptive detail. Is this because the skill is not part of the writing program? Is it because the ninth graders cannot apply it to their own writing? Perhaps they are taught various methods of sentence construction, but they cannot apply their knowledge to their own papers.

Although the writing test is administered only to ninth graders, local districts should recognize their responsibility to monitor students' written language fluency in the primary and intermediate grades in order to prepare them for the grade nine test. Districts should assess student writing at all grades. The Registered Holistic scoring method is appropriate at grade four on up and the same topic used by ninth grade students may be used by students beginning with the upper elementary grades. This monitoring of student writing ability in the primary and intermediate grades will produce information about students' progress in writing, and will provide an "early warning" of students' needs.

The following points should be considered when assessing or evaluating students' writing using the Registered Holistic scoring method:

1. Select a chief reader who is at least familiar with holistic scoring or analytic scoring methods and who has, preferably, participated in state-initiated scoring and awareness workshops. The chief reader is responsible for using the scoring criteria to establish the 4 to 6 training sets that are needed to train the readers.

2. Collate student essays into packets and prepare cover sheets for first and second readings.

3. Introduce readers to the scoring criteria and provide for a discussion of the features at each score point. Training sets should be used to serve as examples. Train readers using the criteria and then provide the training sets to monitor readers' ability to understand and apply the criteria.

4. Score the essays. Each essay should be read by two readers, independently.

5. Reread essays that are discrepant by one or more points on a 6-point scale. This is the chief reader's responsibility.

6. Determine student mastery. Add the two scores, refer to the criteria for annotation specifics, and communicate the results to the appropriate individuals (students, teachers, parents, etc.).

7. For more detailed information on how New Jersey conducted large-scale assessment with this criteria, see pages 7-17, or contact the Bureau of Cognitive and Academic Skills in the Division of General Academic Education at 609-292-5180 or 609-633-7180.

For specifics on using this scoring method, contact the Regional Curriculum Services Unit (RCSU) in your region for training and awareness schedules. (See Appendix C.)

Students should write frequently for a variety of purposes and audiences. Much of the young students' writing is based on personal experience and self-expression. Patterns of sound symbol relationships are still being attempted and learned so spelling should be an expectation receiving low priority in the early grades. Writing in all content areas should be encouraged. However, since frequent experience in writing is essential for the development of students' writing skills, teachers are encouraged to use

student journals, free writing exercises, and other writing activities which may or may not be graded. Students should be encouraged to generate a topic, plan a piece of writing, write, revise and edit. Regular experience in writing will increase students' confidence about writing as well as their competence.

To this end, the following practices are recommended:

1. Regular writing instruction
2. A systematic approach to writing instruction
3. Frequent and varied writing assignments
4. Inclusion of writing assignments in all subjects
5. Use of writing folders to monitor student progress
6. Establishment of writing standards that are clearly understood by faculty and students
7. Use of student-teacher conferences as an instructional method
8. Peer sharing of writing
9. Coordination of the elements common to the teaching of reading and the teaching of writing

Several documents published or about to be published by the New Jersey State Department of Education detail the practices identified above. See Appendix D for information on these materials and how to obtain them for your school district.

APPENDIX A

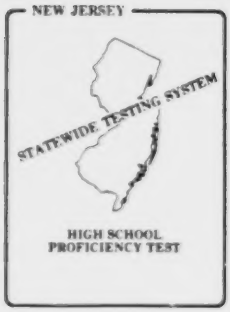
ESSAY TOPIC SHEET AND WRITING CHECKLIST

ESSAY TOPIC SHEET

NAME _____

SCHOOL _____

FOLDER
NUMBER _____



GENERAL DIRECTIONS

This is Part I of the Writing Test. This part consists of one writing exercise in which you will be expected to show how well you can write. For the exercise, you will write an essay on the stated topic. This essay will be read and scored by educators and will be returned to your school afterwards. You also have received a "Writing Checklist" card which lists important points for you to remember as you write your essay.

You will have 30 minutes to complete your essay. You may wish to take the first few minutes to think about how you will organize what you have to say before you begin to write. If you wish to make an outline or any notes, use the space for **NOTES** provided on the back of this sheet. This space is meant to help you plan your essay, but your notes will not be scored. All that will be scored is the essay you write on the two lined pages provided in your answer folder. You must use either a black pen or a #2 pencil to write your essay, and you may either print or write the essay.

Do your best to write a clear, well-organized essay. You may not use a dictionary or any other reference materials during the test. If you finish before time is called, go back over the essay using the Writing Checklist to improve what you have written. Then close your folder and wait quietly until you receive further instructions.

ESSAY TOPIC

Think about a task you have had to perform that you didn't like. It could be a job you have had, a household chore, or something else that you were required to do. Write an essay telling about the task and why you didn't like it.

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ESSAY TOPIC

Think about a task you have had to perform that you didn't like. It could be a job you have had, a household chore, or something else that you were required to do. Write an essay telling about the task and why you didn't like it.

NOTES

NEW JERSEY HIGH SCHOOL PROFICIENCY TEST

WRITING CHECKLIST

Important Points to Remember

_____ 1. Did you write on the assigned topic?

_____ 2. Do your details support your topic?

_____ 3. Did you put your ideas in a clear order?

_____ 4. Did you use complete sentences?

_____ 5. Did you use words correctly?

6. Did you:

_____ capitalize correctly?
_____ spell correctly?
_____ punctuate correctly?

_____ 7. Did you write neatly?

NEW JERSEY STATE DEPARTMENT OF EDUCATION
1985

APPENDIX B

SAMPLE STUDENT ESSAYS

SAMPLE STUDENT ESSAYS

The essays selected to appear in this booklet were written by the ninth grade students who took the writing component of the 1984-85 New Jersey High School Proficiency Test. The essays appear as the students wrote them; no corrections have been made. (A typed version of each essay follows the handwritten essays.) Anonymity has been assured for both the writer and the district or persons discussed in the essay by blocking out identifying characteristics. All of these sample essays received 10 identical scores from five North Carolina readers and five New Jersey readers comprising members of the HSPT Test Development Committee on writing and a staff member of the New Jersey State Department of Education.

The sample essays are grouped together according to score point. Each score point is described in detail and each essay is annotated according to the score point criteria. Thus, the assessment of students' writing, by the very nature of the scoring procedure, provides descriptive information about students' writing ability as an integrated process of written language, thinking and self-expression.

The following statements are overviews of the four features:

1.	ORGANIZATON/CONTENT	Refers to the writer's ability to set forth thoughts and related ideas that are both logical and communicative on a given topic. This feature is the first and, therefore, most important feature that the readers are asked to focus upon and judge. See <u>each</u> score point for explicit definitions.
2.	USAGE	Refers to the use of tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.
3.	SENTENCE CONSTRUCTION	Refers to the ways in which words are put together to form phrases, clauses, and sentences that are grammatically and/or rhetorically correct, varied, coherent and intelligible.
4.	MECHANICS	Refers to the conventions of standard edited English including spelling, punctuation and capitalization.

See each of the six score scale points for specific information about students' command of written language using each of the four features within the integrated process of written communication.

When applying the results of individual essays to the six-point score scale, keep in mind that total essay scores resulted from the assignment and summation of two readers' scores. For example, a total essay score of 9 results from the assignment of a 5 and a 4. Note that this total score of 9 could not result from assigned scores of 3 and 6 because any paper with a pair of reader scores which were discrepant by more than one point was read by a third reader to resolve the discrepancy. Using the example above, for instructional purposes it would be necessary to look at the "registered holistic scoring criteria" at score points 5 and 4 to determine from the descriptive information provided the representative strengths and needs of a 9 paper.

APPENDIX B

I. Score Scale Point 6

This response indicates a STRONG COMMAND of written language. The four writing samples in this category:

ORGANIZATION/ CONTENT	•	have an opening and closing. The responses relate to the topic and a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid responses.
USAGE	•	have very few, if any, errors in usage.
SENTENCE CONSTRUCTION	•	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
MECHANICS	•	have very few, if any, errors in mechanics.

The Mound of Earth

Last summer, we experienced a very humid heat wave. With temperatures of high-90°'s, the last thing you want to do is work outside.

My mother was sitting out on our porch. It was an old sun-porch, with screen windows and built of rotting, termite infested wood. During the winter, the snow came in through the screens and so did the rain, making the floor a complete mess.

We decided to have the porch enclosed with sliding windows, rebuild the structure, and add heating facilities. Little did I know what was in store for me.

The carpenters and masons set to work on the porch. Beneath the porch was a dirt-floor car port that had no doors. My father decided to have it enclosed so we could have a third garage. In order for the masons to build the concrete floor, several feet of the dirt had to be removed.

As days passed, the dirt was shoveled by the masons out of the car port and out onto our rear-lawn. Since I had no summer job, I offered to shovel it all back to the roads behind our property. Big mistake! By the time they had finished removing the dirt, I stood before a four-foot high, ten foot wide circular pile of dirt, which I had the honor of removing.

I began using only a shovel and a wheelbarrow with which I could haul the dirt back to the woods.

The tedious job became rather boring. Just to pass the time, I counted the number of trips I made with the wheelbarrow, but after fifty, I lost count.

At first, I viewed this job as a challenge. I tackled it with the utmost of invigorated energy. I made a game out of it to see if I could finish in one week; instead it took me three.

The radio became my next form of entertainment to help my mind off the work, yet the heat from the sun became so unbearable I had to change shirts three times a day. I perspired so, and drank more water in the allotted working time than in the past several months.

I imagine that the hardest part was the rocks. If only my mom didn't want me to sort out the rocks for decoration around her new garden, I could have finished much sooner, but the sorting took so long.

As I neared my objective, the pile slowly became smaller. The rocks were sorted and the dirt disappeared. My last concern was to be sure all remaining dirt came off the grass, which now was dead from being compressed under the dirt. I raked up most all the dirt and bought some grass seed, spread it around, and kept it cared for until it once again was only a patch of green grass. I shall never forget that pile of dirt.

Score Scale Point: 6 "The Mound of Earth" is thorough, fluent, unified and complete. The writer uses vivid imagery and a wealth of specific detail in addressing the task.

The Mound of Earth

Last summer, we experienced a very humid heat wave. With temperatures of high-90's, the last thing you want to do is work outside.

My mother was sitting out on our porch. It was an old sun-porch, with screen windows and built of rotting termite infested wood. During the winter, the snow came in through the screens and so did the rain, making the floor a complete mess.

We decided to have the porch enclosed with sliding windows, rebuild the structure, and add heating facilities. Little did I know what was in store for me.

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As days passed, the dirt was shoveled by the mason out of the car port and out onto our rear-lawn. Since I had no summer job, I offered to shovel it all back to the roads behind our property. Big mistake! By the time they had finished removing the dirt, I stood before a four-foot high, ten foot wide circular pile of dirt, which I had the honor of removing.

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At first, I viewed this job as a challenge. I tackled it with the utmost of invigorated energy. I made a game out of it to see if I could finish in one week; instead it took me three.

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Carvel - Americas Freshest Ice Cream? Or Not.

Since last summer my older sister has been dilligently working at a near-by Carbel store. Every night she came home covered from head to toe in piping gel and cake frosting with clusteres of dried fudge hanging from her bangs.

Only recently have I begun following in my sisters honorable foot steps.

I think the thing that bugs me most is that when I tell people that I am working at Carvel, they always exclaim! "Wow! That sounds like an excellent job!" Little do they know.....

I am not one of the fortunate employees up in front who scoop ice-cream for a living. Although I am only fourteen I have been subjected to eight hours of un-paid preliminary training, taking inventory, decorating ten kinds of cakes, washing dishes, replenishing supplies, making frosting, and yes the list goes on. Not to mention the abuse and hastle I get from the bosses.

. I work a couple times a week, and fill in for other employees who are not able to attend their shift. But let me be the first to tell you, a couple times a week are plenty!!!

All this is just the beginning. There are also after affects of the job. Not only have I developed inch-thick callases on my hands, but have ruined a minimum of five outfits, and have burns from handling tin cake molds in the freezer. I'll be lucky if I don't end up in intensive care within the next few weeks, because all I can say, is with holiday cake production, this is going to be the worst Easter of my life!!

So how about it? Should I inquire about an application for you?!?

Score Scale Point: 6 This essay about working at Carvel takes compositional risks through the use of quotations and a clever approach resulting in a highly effective response. The writer uses vivid images, specific detail, and sophisticated summarization achieving a complete and unified piece.

Carvel - America's Freshest Ice Cream? Or Not

Since last summer my older sister has been dilligently working at a near-by Carvel store. Every night she came home covered from head to toe in piping gel and cake frosting with clusters of dried fudge hanging from her bangs.

Only recently have I begun following in my sister's honorable foot steps.

I think the thing that bugs me most is that when I tell people that I am working at Carvel, they always exclaim, "Wow! That sounds like an excellent job!" Little do they know.....

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I work a couple times a week, and fill in for other employees who are not able to attend their shift. But let me be the first to tell you, a couple times a week are plenty!!!

All this is just the beggining. There are also after affects of the job. Not only have I developed inch-thick callases on my hands, but have ruined a minimum of five outfits, and have burns from handling tin cake molds in the freezer. I'll be lucky if I don't end up in intensive care within the next few weeks, because all I can say, is with holiday cake production this is going to be the worst Easter of my life!!

So how about it? Should I inquire about an application for you?!?

I took a job over last summer vacation. My friend gave me his paper route for The Bergen Record. I really disliked the job, but I kept it for the good money I was earning.

The job was tough work because there were many papers to be delivered each day. There were forty-two. I had a tough time moving the papers around because there were many steep hills and the temperature was usually eighty-five degrees.

I would deliver the papers at one o'clock each day. It would always be such a pain to have to go out and do work knowing I could be swimming in the pool in my backyard.

The route would take me over an hour to finish, and even longer as the week went on because the papers got larger and larger. The route would take me two hours sometimes because it would rain. That was the worst thing that could happen, because I'd have to make sure the papers stayed dry so I could get good tips at the end of the week.

When the weekend arrived I would go collecting, usually on Saturday. This is the only part of the job I liked, and sometimes it wasn't even fun because a customer wouldn't give me a tip! I would get home from collecting on Saturday knowing that tomorrow

I would have to deliver the largest paper.

The Sunday Record was huge. I would wake up at 5:30 in the morning and begin the route. I despised waking up that early. I would take my bike down the hill and begin to put the advertisments into each paper, which took a long time. Then I took about one-fourth of the papers and started out. The ten papers weighed a lot, especially when I had to go up hill. Then, when those were delivered, I went back and got ten more papers. I would repeat this until the job was finally done, which was about 8:30 A.M.

When I look back on the job I am glad I did it because it was a good learning experience. It showed me that you have to work hard if you want money, it won't just come to you. It was also a good lesson because I was running my own little business.

Score Scale Point: 6 This is a no-stone-unturned response which discusses the difficulty of delivering newspapers in a pedantic, step-by-step fashion. This paper is well-developed, organized, and complete, progressing logically from beginning to end.

I took a job over last summer vacation. My friend gave me his paper route for The Bergen Record. I really disliked the job, but I kept it for the good money I was earning.

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Summer days are meant for relaxing. You're supposed to go swimming, or you can lay out in the sun, occasionally stretching to pick up a cold lemonade. Or you can just sit inside a frigid air conditioned room watching television, or reading a good mystery novel. Or you can just sit there, pondering life. This is how a typical summer day was meant to be spent.

All of these thoughts were running through my mind as I prepared for my summer day. But I was not going to swim, sun or have fun. No, I had to stay home and paint my bedroom. As I pulled on my old jeans, and a sweatshirt that was two sizes too small, I silently cursed my father for making me stay home and work.

While my friends were swimming (and picking up boys) at the local lake, I would be cooped up in a room, surrounded by the fumes of paint. While they were broiling themselves under the sun, I would be getting whiter, due to the drops of white paint I was sure to get on myself. While they were getting friendly with tanned, muscular young men on the beach, the only man I would probably see that day, my father, would be ordering me around, criticizing my painting, as if he were some professional painter. All in all, the day was not turning out to be one of the best of the summer.

It seems as if everything went wrong at once. First, my best friend Jennie called, asking me to spend the day with her on the boardwalk at the Jersey shore. My answer, "Yes", was on the tip of my tongue, but then my father walked in the room with another two gallons of paint. I sighed heavily, and gave Jennie a negative answer. Then, our black-and-white dog burst in the room, knocking over a can of paint, immediately turning her into a white-and-white dog. I nearly cried as I tried to clean up the paint, the dog, and the floor. It seemed as if millions of little black dog hairs had stuck themselves to the wall, forcing me to repaint. To top it off, I managed to spill white paint all over my hair, making me a strong candidate to win a Tip O'Neill lookalike contest. Finally, I thought I was finished. I called my dad in to look at my handiwork. "Maybe I'll have time to go to the lake," I thought. My dad came through the door. "Very nice," he said. "Now you can start to do the second coat." Then, I did begin to cry.

So some summer days don't turn out perfectly. Next time I have to paint, I'll either hire someone to do it for me, or I'll put it off for some boring winter day.

Score Scale Point: 6 This writer takes compositional risks which are successful resulting in a highly effective response. The paper is clever, fluent, and developed with outstanding word choice and vivid imagery.

Summer days are meant for relaxing. You're supposed to go swimming, or you can lay out in the sun, occasionally stretching to pick up a cold lemonade. Or you can just sit inside a frigid air conditioned room watching television, or reading a good mystery novel or you can just sit there, pondering life. This is how a typical summer day was meant to be spent.

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So some summer days don't turn out perfectly. Next time I have to paint I'll either hire someone to do it for me, or I'll put it off for some boring winter day.

APPENDIX B

II. Score Scale Point 5

This response indicates a GENERALLY STRONG COMMAND of written language. The five writing samples in this category:

ORGANIZATION/ CONTENT	•	have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
USAGE	•	have few errors in usage.
SENTENCE CONSTRUCTION	•	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
MECHANICS	•	have few errors in mechanics.

"The Tragic Operation"

When I was six years old, I would get ear infections and colds just about every week. I was always sick with something. The doctors decided it would be best for me to have my tonsils and adnoids removed. I didn't want to because I was always scared of hospitals, like any other kid my age. I definately didn't want to go to the hospital. When I told my friends that I was going to have my tonsils and adnoids removed they made things worse. They told me all sorts of made up stories about hospitals and operations. They told me I would need about twenty shots. I was really scared. I told my mom that there was no way I would go. She pleaded with me saying I could get "all the ice cream I wanted", because when you have your tonsils out all you practically can eat is ice cream. "No way", I told her. She practically had to drag me to

the hospital. First I was supposed to have my tonsils remaved and then next week I was to have my adnoids. What could be more tragic to a six year old?

After my mom practically had to carry me to the hospital for the first operation, I became real nervous. well, when I got in the operating room the anestia that they gave me didn't work untill a half an hour. When I was done with the first operation I went back to my room and I threw up because of the anestia. It was awful, worse than I planned.

When I had the next operation a week later I was a little more prepared. After the operation I threw up again. Anestia, does that to me.

I have to admit there was one good purpose to these operations, I can honestly say I havent been sick since I was six and I used be sick just about "every week."

Score Scale Point: 5 "The Tragic Operation" is an organized and controlled narrative. The writer takes compositional risks using quotations and rhetorical questions and interjecting personal reaction. The paper progresses logically from beginning to end. The abrupt shift to the second operation the quick ending, repetition and word choice keep this response to a 5.

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I have to admit there was one good purpose to these operations, I can honestly say I haven't been sick since I was six and I used be sick just about "every week."

Five Day Canoe Trip

About a half year ago, I went on a five day canoe trip. I could've went on the three day, but I was stupid and signed up for the five day.

Before camp I was really looking foward to the canoe trip It was suposed to be fifty miles, a grueling five day activity.

I arrived at camp after a six hour bus ride, and on the second day of camp we set out on the canoe trip.

The first day was the worst, we made so many wrong turns and then we got to a giant lake (You couldn't even see across it), the waves were three feet high and the wind was blowing so hard. Our canoe wasn't going any where. Finally all the people who lived around the lake started helping the canoes. When we were being towed, a massive wave filled our canoe with water and we lost a pack of hot dogs. We got to an island and everything was soaked (My sleeping bag weighed about 30 pounds). That night I had to sleep on life preservers, because I couldn't sleep in my sleeping bag.

The second day wasn't as bad, because we just navigated rivers, not lakes. We still made a lot of wrong turns, because our guide had never been on the five day canoe trip. We paddled from dawn to sun-down and my hands hurt bad.

The third day wasn't very hard. The only hard part was the portage. A portage is when you carry

a canoe over land. We had to carry our canoe a half mile, through misquito infested woods. By now most of my gear was dry.

On the fourth and fifth day we started to head back. By now my hands were covered with blisters and I was badly sunburned. I had to cover my hands with bandaids to stop the pain.

When we finally got back I found out that we had gone eighty-five miles instead of fifty, and I will never again sign up for the fifty mile canoe trip.

Score Scale Point: 5 In "Five Day Canoe Trip" the writer attempts to cover a long time span. The first two days are developed to a 6 level, but elaboration decreases as the paper progresses. The response has good control and strong imagery but is too unbalanced for a 6.

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When we finally got back I found out that we had gone eighty-five miles instead of fifty, and I will never again sign up for the fifty mile canoe trip.

I don't like to get up in front of a classroom. I get very nervous. As a student I have been doing reports and short speeches for many years. I don't think I will ever get used to doing them.

In seventh grade I had Intro-Voc. which basically teaches about different jobs. At the beginning our class was told we would have to pick three career choices out of the ones we had seen filmstrips on and talk about the advantages and disadvantages of each in front of a camera.

That day, I was very nervous. I had my notes ready but I was worried about how I would look and sound. As I waited for the others to finish their talks, I became a little more braver. But when the teacher called my name my heart started pounding faster and faster. I walked slowly so I wouldn't look scared. Other than stumbling on a few words, I did fine.

As this was the first of many oral reports for Intro-Voc., I would describe it as the worst. I still don't like doing oral reports, but I don't dread them as much since I know what I look and sound like on camera.

Score Scale Point: 5 This is a short 5 essay which is organized, progresses logically from beginning to end, and has good pacing through the day of the task. The writer demonstrates effective use of transitions and strong imagery relating the suspense of waiting to give the speech.

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As this was the first of many oral reports for Intro-Voc, I would describe it as the worst. I still don't like doing oral reports, but I don't dread them as much since I know what I look and sound like on camera.

It was late one humid summer evening when my father assigned me the task of cleaning up the dog dung in the backyard. I knew it wasn't going to be a fun task yet I knew somebody had to do it.

That night I couldn't sleep. I tossed and turned trying to make myself comfortable but it was hopeless. Just thinking about it made my stomach turn. It was about 3:00 a.m. when I finally fell asleep.

The next morning came very quick. I woke up at about 8:30 a.m. feeling terrible. My stomach had a knot in it and I felt dizzy. Still very sleepy, I took a shower got dressed and ate breakfast I figured rather its better to get it over with than to put it off.

I was greeted, in the garage, by my father, who is an early riser. He handed me a pail and a shovel to clean the dung up with. Encouraged, by my father I encountered my first load of dung, I pinched my nose and scooped it up into

the pail. The awful stench pierced my nose and I felt as though I would throw up. I knew then it was going to be a long day.

Scale Score Point: 5 This writer gives excellent background information and varied word choice in discussing the cleaning task. At times the elaboration is thin. More development is needed for a higher score.

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Last summer at Boy Scout camp I was given a ~~task~~ task that I didn't want to do. This task was to clean the latrine (bathroom). Nobody wanted this job so they gave it to me.

The main reason that I didn't like this task ~~was~~ was the odor. These latrines reeked horribly. But, that is not the only reason, there was the long walk to the store room to get the amonia, cleanser, and brushes I would have to walk one and a half miles to the store room (our campsite was on the outskirts of the camp). Then ~~of~~ after I got the ~~equ~~ equiptment, I had to walk all the way back carrying all the equiptment. Then came the actual cleaning which isn't that bad, but it takes about two hours. Now, when everyone else is swimming or at the archery or rifle range, I was there cleaning the latrine. Also for all that time, I have to put up with the steanch that I mentioned ~~earlier~~ earlier. Then I have to walk back to the store room to return the equiptment and then all the way back to the campsite.

From this experiance I have determined that ~~the~~ cleaning the latrine is one of the worst jobs to have to do. Fortunately, if all goes as ~~planned~~ planned, I will never have to clean the latrine again. Next year I will be a ~~leader~~ leader of my Boy Scout troop and I will tell a ~~younger~~ younger Scout to do this task.

Score Scale Point: 5 This response is developed with appropriate and varied details. The writer is attentive to the audience in explaining the location of the camp and the step-by-step process of the task. Stronger transitions, more vivid imagery and fewer mechanical errors are needed for a higher score.

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From this experiance I have deturmined that cleaning the latrine is one of the worst jobs to have to do. Fortunatly, if all goes as planned, I will never have to clean the latrine again. Next year I will be a leader of my Boy Scout troop and I will tell a younger scout to do this task.

APPENDIX B

III. Score Scale Point 4

This response indicates a COMMAND of written language. The five writing samples in this category:

ORGANIZATION/ CONTENT	•	generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.
USAGE	•	may display some errors in usage, but no consistent pattern is apparent.
SENTENCE CONSTRUCTION	•	may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.
MECHANICS	•	may display some errors in mechanics but these errors will not constitute a consistent pattern.

There are many chores that you have to do during life, but you might not like them. The most common task you would have to do, if you are young, is to do work around the house. Your mom or dad always finds something for you to do. There are many things that must be done around the house. There are two main places that this stuff is done. Inside and outside of the house. To me this is my most difficult job to do.

Most of the chores are done inside the house. The worst is dinner time when I have to set the table before dinner, clean off the table after dinner, then wash them and put them in the dishwasher. After the dishwasher is done I have to put the dishes away. Then my mom always tells me to clean my room. It always takes three hours to clean it! She always asks me to clean down stairs never my brother. I have to vacuum, dust and clean the bar off.

The hardest chores are done outside the house. It depends on what season it is to find out what to do. The worst is in the fall when there are so many leaves in our yard that you can't even see the ground. The winter is not that bad because you can have fun shoveling the walk by throwing snow at each other. The summer and spring is the time you have to mow lawns. It wouldn't be bad if my

yard wasn't so big. Then there is always trash to take out. Every day there is at least two bags.

As you can see there are many things you must do around the house. I wrote this because I hate them the most. But I think that all kids have to go through with it.

Score Scale Point: 4 This explanatory response is organized around an inside/outside strategy. The writer controls the essay but development is uneven moving from the kitchen to the bedroom to the downstairs and from fall to winter to summer to spring with some elaboration mixed with some bare details. There is little difficulty moving from idea to idea, but the clusters of ideas are loosely connected.

There are many chores that you have to do during life, but you might not like them. The most common task you would have to do, if you are young, is to do work around the house. Your mom or dad always finds something for you to do. There are many things that must be done around the house. There are two main places that this stuff is done, inside and outside of the house. To me this is my most difficult job to do.

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As you can see there are many things you must do around the house. I wrote this because I hate them the most. But I think that all kids have to go through with it.

The task that I had to perform that I did not like was my scienc project. It was a model of under the ocean. Many details were placed on the project. The hard part of the project was thinking of one. It took a long time to think of it because I was not interested.

The prodject took many materials and somebody else's help. The materials I had to buy were expansive. When I had to put the materials together, it would not work. I tried again, but there was still nobody to help hold things up. I finally put things in their right places.

When I was working on the project, it seemed that the time just flew by. Since I was doing my project I had no time for the things I enjoyed. I did not like that very much. My dad wanted me to do the best I could of my abilty. I thought since he had faith in me, I could do the best job. I knew it was hard and complicated. I had no patience.

Even though I was not interested and involved in my work I still did it. I would not want to do another long term projects again. The more I looked at the materials and

the unfinished work, I'd put it in my mind that it was too difficult for me to do and to get it finished. Especially when I had no help and somebody telling me how to do it. In all of my years I think that the science project about under the ocean was the hardest and difficult task I had to do that I did not like at all.

Scale Score Point: 4 This paper is general, never specifying what materials needed to be assembled or what things the writer enjoyed but couldn't do because of the project. The ideas ramble somewhat suggesting the task was difficult but not clarifying how. Organization is weak, repeating the lack of help and difficulty at the end of the essay. There is sufficient elaboration of ideas and overall progression to make this a 4.

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Their was a time when I had a job as a news paper boy. I hated the job. Every day I had to get up early before school and deliver fifty five papers. Some of my customers were very mean. Every time I bring them the paper they always tell me to bring it earlier.

When it came time to collect the money. Some of my customers never paid on time. They usually say," come back next week". Their are only a few customers I really liked. They are the ones who always pay on time and give me tips. One time a customer gave me a check for fifty dollars. After I got That check I thought I would stay on the paper route forever, but one day most of my customer stoped paying me and were always saying," come back next week." I had to keep up with my bills. I couldn't do it.

The next day I told my boss that I quit. She asked me why. I said," none of my customers ever keeps up with their bill." She told me that day to give back the paper bag. I told my mom I would never deliver papers again.

Score Scale Point: 4 This paper is organized and controlled. It progresses logically and has some elaboration. The response is too general for a 5 and displays some errors in usage, sentence construction and mechanics.

Their was a time when I had a job as a news paper boy. I hated the job. Every day I had to get up early before school and deliver fifty five papers. Some of my customers were very mean. Every time I bring them the paper they always tell me to bring it earlier.

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The next day I told my boss that I quit. She asked me why. I said, "none of my customers ever keeps up with their bill." She told me that day to give back the paper bag. I told my mom I would never deliver papers again.

I used to work at a seafood place called _____ and I hated it. Well I cant say I hated every thing about it. The thing I hated most about it was the boss. he would jump down your throat for the smallest thing wrong that you did. For instance one of the jobs I had to do is shuck mussels, and if you missed one mussel he would be on your back for the rest of the night. And the other job I did was wash or dry dishes, and if one dish wasn't washed right he would get all mad, but when he got mad at that I would like to punch that guy right in his lip, cause the hot water would run out in the matter of an hour, and its pretty hard to wash dishes in cold water. There was only one good thing about that job, and that was pay day. But then after four long months of working for a miser I quit!!

Score Scale Point: 4 This response has some vivid language and logically progresses. It has sufficient elaboration for a 4 but not enough development for a 5. Also, some errors in usage, sentence construction and mechanics keep this essay at this score.

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At one time I had a job that I hated. I wasn't very good at it, but if I liked it I think I would have done it alot better.

When I first got my job, I was very happy. I needed money for school clothes and other things that I wanted. A job seemed like the answer to all of my problems. My first week or so I thought the boss and other employees were being hard on me because I was new. This is when I realized that I hated to work.

During my stay as an employee at this restaurant, I found out how mean a person could really be. My boss wouldn't let me eat anything unless I paid. He wouldn't even let me take a break to rest. It was long hard hours, and all that kept me going was the thought of buying what I needed when I needed. I also liked the respect people gave me when they found out I had a job.

One day I went to work and my boss fired me, because I took a day off a few days before. He said I didn't ever call, but I did. I realized this was the meanest man I'd ever met. I went home and told my mom I was fired and that he still owed me forty dollars.

my mom called and the boss acted very nice to her

When I think back on that job and that boss, I remember how bad it was and how mean he was. I now know that any job that puts me through that kind of torture isn't worth having.

Score Scale Point: 4 This writing sample is organized and controlled. An overall progression is apparent with some transition between clusters. The response is somewhat episodal and jumps through time. Development is uneven with more information needed on the difficulty of getting along with other employees, the respect other people give the writer, and the nature of the task to qualify for a higher score.

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IV. Score Scale Point 3

This response indicates a PARTIAL COMMAND of written language. The five writing samples in this category:

ORGANIZATION/ CONTENT	•	may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.
USAGE	•	may display a pattern of errors in usage.
SENTENCE CONSTRUCTION	•	may demonstrate an excessive monotony in syntax structure and/or rhetorical modes. There may be errors in sentence construction.
MECHANICS	•	may display a pattern of errors in mechanics.

Cleaning up the yard is a boring sometimes unbeneficial job. I find it a monotinous thing to do, even on some occasions there doesn't seem any point in doing it. There are little pieces of paper, trash, and leaves all over the ground that have to be raked or picked up. Then you find little gifts left by your pets or someone elses pets, you have to clean that up also. As you may now know how much I don't like this monotinous chore, even when sometimes it does make our property look nice.

Score Scale Point: 3 This response has a single focus "cleaning the yard," and is organized and controlled. Although there is some vivid language, "little gifts," it is sparse, providing a list of items in the yard with little elaboration of the task.

Cleaning up the yard is a boring sometimes unbenefical job. I find it a monotinous thing to do, even on some ocassions there doesn't seem any point in doing it. These are little pieces of paper, trash, and leaves all over the ground that have to be raked or picked up. Then you find little gifts left by your pets or someone elses pets, you have to clean that up also. As you may now know how much I don't like this monotinous chore, even when sometimes it does make our property look nice.

There was a Job that I didn't like being a paper boy because OF these reasons: not enough money involved, people are not nice, I have to get up real early in morning and last but not least I have to go out in snow rain, wind. And every time my friend asks me to go to The movies or some other place like that I Always have to say "no" because I have to be back by two o'clock. And IF I want to sleep late on saturday or sunday I can't because I have to get up From bed at seven o'clock And when I come book from paper route I can't go back to sleep because I got my second wind. And money wise i sterrible because I do that All week For a lousy FiFteen dollors Also People Don't even give me tips and there mean. And Finally the weather I have to go out in snow, rain, wind and on the days it is raining or Snowing I can't bring my bike that means I have to walk to each home. That IS why being a Paper boy is a really tough Job.

Score Scale Point: 3 This response has a single focus, the problems of being a paper boy. The paper has some extension of the sleep, money, and weather ideas and some details but is interrupted by organizational flaws and by a lack of transition between ideas. Errors of sentence construction and mechanics are also evident.

There was a Job that I didn't like being a paper boy because of these reasons: not enough money involved, people are not nice, I have to get up real early in morning and last but not least I have to go out in snow, rain, wind. And every time my friend asks me to go to the movies or some other place like that I Always have to say "no" because I have to be back by two o'clock. And IF I want to sleep late on Saturday or Sunday I can't because I have to get up from bed at seven o'clock And when I come back from paper route I can't go back to sleep because I got my second wind. And money wise is terrible because I do that All week for a lousy fifteen dollars Also people Don't even give me tips and there mean. And finally the weather I have to go out in snow, rain, wind and on the days it is raining or snowing I can't bring my bike that means I have to walk to each home. That is why being a paper boy is a really tough Job.

I do not like taking out the trash. This is so because I have better things to do such as: doing my homework or participating in my favorite sport. Also because my hands begin to smell like the garbage can after the moisture, from the trash, collects at the bottom. Sometimes the weather is against me and it is very cold or there is snow on the ground. All the more worse for carrying trash bags to the curb at the front of the house. Carrying the trash bags down fifteen steps isn't an ideal thing to do on a day when I feel like relaxing. Why can't someone invent robots or something that would take out the trash for me?

Score Scale Point: 3 This paper progresses logically but is too sparse for consideration of a higher score. It has a few good images and adequate transitions for a 3.

I do not like taking out the trash. This is so because I have better things to do such as: doing my homework or participating in my favorite sport. Also because my hands begin to smell like the garbage can after the moisture, from the trash, collects at the bottom. Sometimes the weather is against me and it is very cold or there is snow on the ground. All the more worse for carrying trash bags to the curb at the front of the house. Carrying the trash bags down fifteen steps isn't an ideal thing to do on a day when I feel like relaxing. Why can't someone invent robots or something that would take out the trash for me?

Last summer, when we just moved to a new house which has a back yard. My mother tell me to clean up a part of a yard for gardening. I didn't like the job, but I have to do it. The day was hot. it's about 90°. I have to plowed up the grass, losed the soil, and picked out rocks. then I have to throw the grass away packed the trees up for shape up the soil. then I started plant some vegetable seeds in there, and sprinkle some water when I finally finished, I was sweat all oder, and I was tired and thirsty, my hole shirt and pants were dirty. my hands were hurt and I feel a little dizzy after staying under the sun for about a day, and my mother tell me I have to water the yard everyday from now on. I can't say I like the job of gardening, but every day, when I saw the plant is growing taller and bigger. I was fill with joy. and I think it's worth the effort I have put in.

and cut down some small trees

to form a rectangle yard

Score Scale Point: 3 This writer provides some details, "plowed up the grass, losed the soil," etc. The fatigue discussion is elaborated. The paper is organized and an overall progression is apparent. Errors in usage, sentence construction and mechanics keep it to a 3.

Last summer, when we just moved to a new house which has a back yard. My mother tell me to clean up a part of a yard for gardening. I didn't like the job, but I have to do it. The day was hot. it's about 90°. I have to plowed up the grass, losed the soil, and picked out rocks and cut down some small trees. then I have to throw the grass away, packed the trees up then shape up the soil to form a regtangle yard. then I started plant some vegetable seeds in there and sprinkle some water when I finally finished, I was swet all over, and I was tired and thirsty, my hole shirt and pants were dirty. my hands were hirt and I feel a little dizzy after staying under the sun for about a day, and my mother tell me I have to water the yard everyday from now on. I can't say I like the job of gardening, but every day, when I saw the plant is growing taller and bigger. I was fill with joy. and I think it's worth the effort I have put in.

A few months ago, I had a job selling newspaper subscriptions for the Courier-Post. At this job, I had to go from door to door asking people if they would like to subscribe. I did not like this job very much because I am not a very good salesperson. Also, it was during the winter so it was very cold. Breaks were seldom given and I had to put in many hours during the week to make a decent salary. My boss was a nice man but sometimes he really got on my nerves. Maybe if the job improved I would think of working there again, but right now I will just stay unemployed.

Score Scale Point: 3 This is a sparse paper with some transitions and several ideas that are not elaborated, but is a controlled and organized essay.

A few months ago, I had a job selling newspaper subscriptions for the Courier-Post. At this job, I had to go from door to door asking people if they would like to subscribe. I did not like this job very much because I am not a very good salesperson. Also, it was during the winter so it was very cold. Breaks were seldom given and I had to put in many hours during the week to make a decent salary. My boss was a nice man but sometimes he really got on my nerves. Maybe if the job improved I would think of working there again, but right now I will just stay unemployed.

APPENDIX B

V. Score Scale Point 2

This response indicates a LIMITED COMMAND of written language. The four writing samples in this category:

ORGANIZATION/ CONTENT	•	may not have an opening and/or closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea. Details are presented with little, if any, elaboration -- highlight papers.
USAGE	•	may have severe problems with usage, but they are not totally out of control.
SENTENCE CONSTRUCTION	•	may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.
MECHANICS	•	may display numerous serious errors in mechanics.

In school Thursday we had the High school Proficiency Test. We had three separate days for it. The first day was Reading the second day was Math and the third day was a writing asignment I hate writng asignments because Im no writer. For one I cant write well I cant ever think of anything to write and I think its like a punishmeshment because thats what they do to you when you get punished give you a writing asignment. Im surprised they didnt say to write if lucky to because Im surprised I can write.

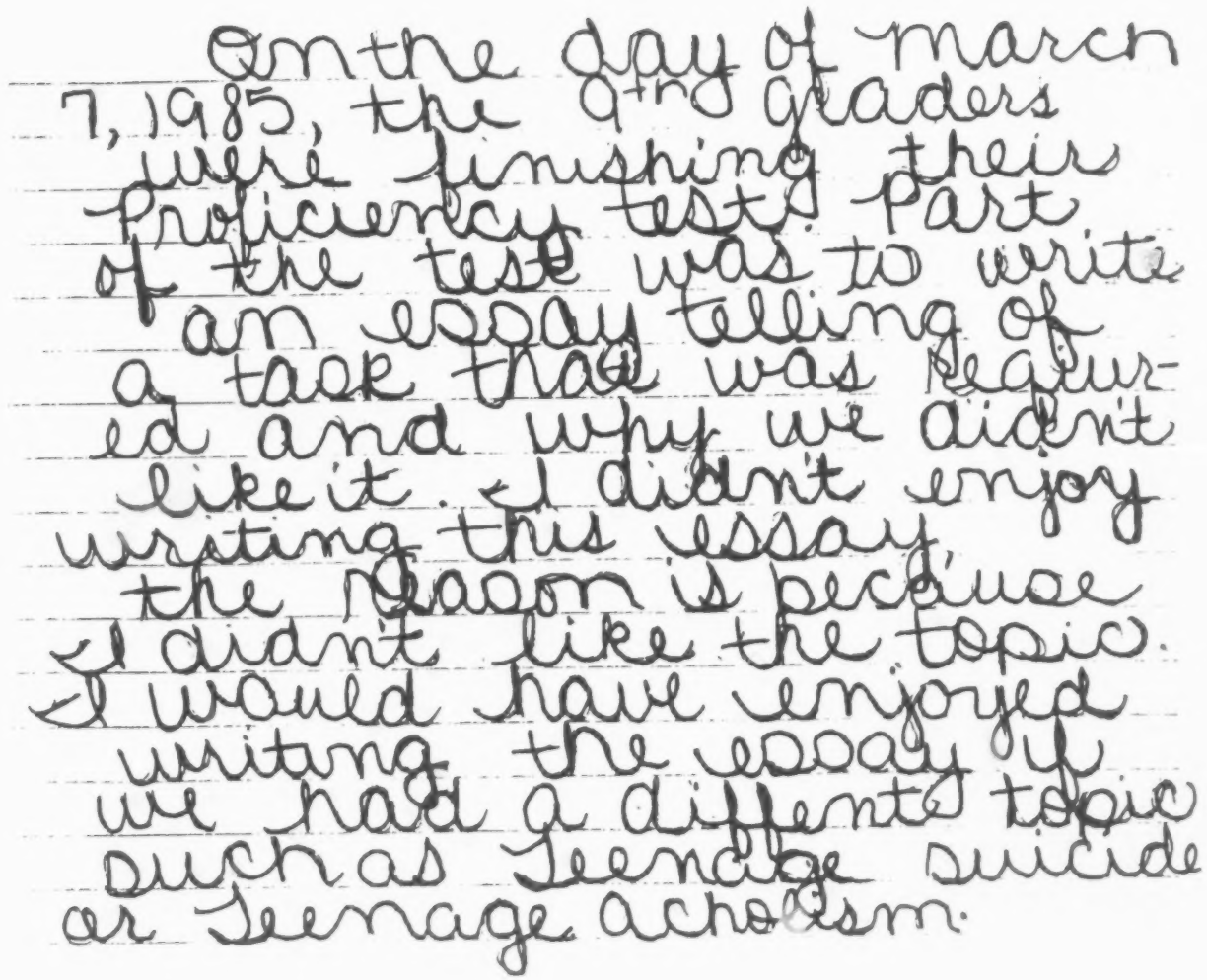
Score Scale Point: 2 This response is very sparse with no elaboration and some repetition. The last sentence is confusing and contradictory. Errors in sentence construction and mechanics are evident.

In school Thursday we had the High school Proficiency Test. We had three separate days for it. The first day was Reading the second day was Math and the third day was a writing asignment I hate writing asignments because Im no writer. For one I can't write well I can't ever think of anything to write and I think its like a punishmeshment because thats what they do to you when you get punished give you a writing asignment. Im surprised they didn't say to write it lucky to because I'm surprised I can write.

One time I was required to do something by the board of Health and that was one of the most saddest days of my life. I had to get rid of my rooster. I had raised it since it was born. Some neighbor called the board of health and she can't even hear it on account of her location. Even though I did not have to get rid of my four hens it still was one of the saddest Times I had to go Through so far. There will be a lot other sadder than this that I will go Through.

Score Scale Point: 2 The writer presents ideas in a logical fashion, but the response is sparse--a highlight paper. With more elaboration on raising the rooster or on the irate neighbor and more effective use of transitions, this paper could receive a higher score. Errors in usage, sentence construction and mechanics are evident.

One time I was required to do something by the board of Health and that was one of the most saddest days of my Life. I had to get rid of my rooster. I had raised it since it was born. Some neighbor called the borad of health and she can't even hear it on account of her Location. Even though I did not have to get rid of my four hens it still was one of the saddest Times I had to go Through so far. Their will be a lot other sadder than this that I will go Through.


On the day of march
7, 1985, the 8th graders
were finishing their
Proficiency tests. Part
of the test was to write
an essay telling of
a task that was requir-
ed and why we didn't
like it. I didn't enjoy
writing this essay,
the reason is because
I didn't like the topic.
I would have enjoyed
writing the essay if
we had a different topic
such as Teenage suicide
or Teenage alcoholism.

Score Scale Point: 2 This paper exhibits an attempt at organization but is too sparse for consideration of a higher score. Details are presented with little elaboration.

On the day of March 7, 1985, the 9th graders were finishing their Proficiency test. Part of the test was to write an essay telling of a task that was required and why we didn't like it. I didn't enjoy writing this essay, the reason is because I didn't like the topic. I would have enjoyed writing the essay if we had a different topic such as Teenage suicide or Teenage acholism.

a news paper JOB FOR money
How it was so Boring
at sometimes on sundy
when I was 10 I had a good
JOB with The Bergen Record
when I took this Rout I knew then
it wasn't going to be eqsy then
but when I got to know The JOB
People it was didn't get much money
better like when I had to go sometims
celect the money From the people
they would always say me
I dont have the money but
they would always wont then n
paper on time, some times I wanted
to rip the paper but I couldn't
do that or I would be in big
trouble with the mangger, then
on sundays I hate it the most work
becaus I didn't have a bike to ride
at the time so I had to walk around
and it was boring at the biggest
time I was redy to quit the
JOB But stat with it tell I was
13 Then I deside to quit

Score Scale Point: 2 This writer demonstrates an attempt at organization and provides some elaboration of the newspaper collection problems. This paper remains a 2 because of severe errors in usage, sentence construction and mechanics.

a News paper JoB for money How it was so Boring at sometimes on Sundy when I was 10 I had a good JoB with The Bergen Record when I took this Rout I knew then it wasn't going to be easy then but when I got to know the JoB People it was didn't get much money better like when I had to go sometims celect the money From the people they would always say me I dont have the money but they would always wont the n paper on time, some times I wanted to rip the paper but I couldn't do that or I would be in big trouble with the manager, then on Sundays I hate it the most work becaus I didn't have a bike to ride at the time so I had to walk around and it was boring at the biggest time I was redy to quit the JoB but stat with it tell I was 13 then I deside to quit.

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APPENDIX B

VI. Score Scale Point 1

This response indicates an INADEQUATE COMMAND of written language. The three writing samples in this category:

ORGANIZATION/ CONTENT	•	may not have an opening and/or closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.
USAGE	•	may display numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.
SENTENCE CONSTRUCTION	•	may demonstrate an assortment of grammatically incorrect sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.
MECHANICS	•	may display errors in mechanics so severe as to detract from the meaning of the response.

THE JOB I DID NOT WANT TO DO IS TAKE THIS TEST BECAUSE I DONT LIKE TO TAKE THEM. THEY ARE TOO LONG. THE TEST IS ABOUT MATH READING AND EVERYTHING ELS. WHAT'S WORSE IS THAT IT'S TO LONG AND HARD.

Score Scale Point: 1 This response is on topic but is very sparse with only a few bare details, "math reading" and "too long and hard." Errors in mechanics are also evident.

ThE JoB I DiD NoT wANT to DO is TAKE This TEST BECAUSE I DONT LiKE To TAKE ThEM. ThEY ArE Too LoNg. The TEsT Is ABout MaTh READING anD EVEryThiNg els. whAT's worsE is ThAT iT is To LoNg AND HARD.

through my life I've had alot of chores to do around the house. Some of them were, taking down the garbage or dusting the television and stereo, and all the appliances around the house. I didn't like it at all, but I had to do them, and my homework, if I wanted to go out.

One chore I had never ever done in my whole life was, the worst one of them all, the killer one, the one nobody likes to do, not even girls or my mother wich is their kind of chore. I came home from school one day, went inside and found everything nice and clean. One place I forgot to check

Score Scale Point: 1 This writer begins with a list of tasks, "taking down the garbage, dusting, homework," then attempts to focus on one chore which is left unnamed. The narrative is interrupted in mid-sentence before any details are presented.

through my life I've had alot of chores to do around the house.

Some of them were, taking down the garbage or dusting the television and stereo, and all the appliances around the house. I didn't like it at all, but I had to do them, and my homework, if I wanted to go out.

One chore I had never ever done in my whole life was, the worst one of them all, the killer one, the one nobody likes to do, not even girls or my mother wich is their kind of chore. I came home from school one day, went inside and found everything nice and clean.

One place I forgot to check

My name is _____. I am _____ years old and I presently go to _____ High School. This composition is written to furnish the reader a bout a task I had to perform that I didn't like

The laundry is a relatively simple task but I hate it.

Score Scale Point: 1 This paper is on topic and demonstrates a minimal attempt to respond by naming a task, "the laundry."

My name is _____. I am ____ years old and I presently go to _____ High School. This composition is written to furnish the reader about a task I had to perform that I didn't like

The laundry is a relatively simple task but I hate it.

APPENDIX C

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REGIONAL CURRICULUM SERVICES UNITS

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APPENDIX D

DOCUMENTS PUBLISHED BY NJSDE

DOCUMENTS PUBLISHED BY THE NEW JERSEY STATE DEPARTMENT OF EDUCATION

This document is one of several produced by the New Jersey State Department of Education to respond to districts' identified needs for improved writing instruction. Regional Curriculum Services Units (RCSUs) offer training to accompany these materials (Appendix B). Other writing documents published and planned include:

- Staff Development Guide and Reference Handbook: New Jersey Statewide Writing Assessment Program (1983)
- Improving Writing Instruction, A Process Approach - A Staff Training Manual for Use with the Maryland Instructional Television Series "Teaching Writing: A Process Approach" (1984)
- Writing in the Content Area: A Guide for Instructional Improvement (1984)
- Understanding the Writing Process: Introducing Students to Composing (1985)
- Conferencing: Assessing Growth and Change in Students' Writing (1985)
- The Registered Holistic Scoring Method for Scoring Student Essays: Scoring Guide for Training (1985)